

# LEARNING WITH SUPER POWER:

## *Principles for Empowering Authentic Language Use*

<http://scaffoldingwl.wikispaces.com/>

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### OBJECTIVES

- 1) **Determine** why input breaks down.
- 2) **Design** input AND practice that elicits intuitive responses (i.e., natural use of necessary skills).
- 3) **Develop** opportunities for creative and authentic language use.

### DEFINITIONS

- Input:** What a student needs to know to use a skill
- Practice:** Opportunities to use input to develop a skill
- Intuitive:** When students' natural reaction to input and practice results in natural use of the targeted skill

### DESIGNING LIKE A GAMER

- 1) **Identify:** What do you want students to do with their language?
- 2) **List:** What forms of input and practice do you typically provide?
- 3) **Examine:** How intuitive is your input?
- 4) **Consider:** Is the practice space you provide "safe" and engaging?
- 5) **Brainstorm:** How might you provide more intuitive input and practice?
- 6) **Evaluate:** Does your activity inspire students to ask a question/look for an answer?
- 7) **Evaluate:** Does your activity make supports available exactly when and where students most need them?
- 8) **Evaluate:** Does your activity provide a path where students can make choices (illusion of choice)?

### QUESTIONS TO CONSIDER

#### **Case Study: *Super Metroid***

- What do the students **do first** when they play?
- What do students **notice** as they play?
- At first, how **dangerous** is the space?
- How do students **react** to changes?
- How do challenges **motivate** students?
- What feedback do students get as they play the game?

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### YOUR TURN

- 1) Pick ONE thing you have to teach: \_\_\_\_\_
- 2) Write down the forms of input and practice you typically provide for that concept:

INPUT

PRACTICE

### CONSIDER WITH A COLLEAGUE:

- 1) What do you want students to **DO** with their language skills?
- 2) What **PROBLEMS** do students typically encounter when trying to complete that task?
- 3) What do those problems tell you about the kinds of **INPUT & PRACTICE** students need?
- 4) What do those problems tell you about what you might need to **CHANGE TO ELICIT BETTER INTUITIVE RESPONSES** from students?

### EVALUATE:

		Yes	No
1)	Does my input naturally elicit the intuitive response I want?		
2)	Do students have engaging opportunities to practice in “safe” spaces?		
3)	Does the input and practice naturally motivate students to ask questions and search for answers?		
4)	Does my input and practice provide the illusion of choice?		
5)	Am I scaffolding the learning space to guide students’ choices?		